LEADS SAMPLE EVIDENCE of EFFECTIVE PRACTICE
For Building and District Leaders

This document seeks to provide clarification of the LEADS functions and samples of documentation sources that building and district administrators may use to provide evidence of their work. This is not meant to be an exclusive list of evidence nor should the building/district leader be expected to provide examples of all items for every standard and function.

Standard 1: An educational leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

1A.   *Collaboratively develop and implement a shared vision and mission*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader identifies appropriate stakeholders to participate in the development or revision of the school or district vision, mission and goals.	o A list of stakeholders demonstrating the diversity of the school/district and the groups they are representing o Attendance records that verify the stakeholder attended and participated in the vision and mission development/ revision meetings o Evidence of communication with stakeholders
The building/district leader ensures that the vision of learning is exhibited in a variety of contexts throughout the building/district, e.g., evident in classroom practices, parent communications, faculty collaboration, staff meetings, and interactions with the community.	o Classroom observation data o Surveys (staff, community, parents, students) o Student performance results

1B   *Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader analyzes data with school and/or district leadership teams to determine the organization's effectiveness in accomplishing the school or district vision, mission and goals.	o Assessment data o Teacher reports o Student work samples to identify unique strengths and needs of students o Analysis of performance or growth data that identifies gaps between current outcomes and goals, and areas for improvement o Surveys o School-wide summative and formative quarterly data o PLC minutes of meetings and action plans
The building/district leader makes mid-course corrections to the school or district's strategic improvement plan when necessary, and changes are implemented in the district, school, and classrooms.	o Results of cause and effect data while monitoring school-wide strategies o Plan revisions with mid-course corrections clearly stated o Evidence of plan review

	o Classroom observation data that records the determined mid-course corrections as operational in the classroom o Lesson plan review that addresses any identified mid-course corrections

1C   *Create and implement plans to achieve goals*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader and members of the school or district leadership team articulate the research-based strategies and actions that are included in the plan and explains how the plan and actions are aligned with district, state, and federal policies/standards.	o Evidence of communication of school-wide goals o District and school handbooks evidence coherent, cohesive plans o Newsletters, website o ACSIP plans evidence collaboration on strategies and actions aligned to goals that support the vision and mission o Social media
The building/district leader demonstrates how strategies in the plan are implemented in the classroom, school or district	o Lesson plans reviewed for evidence of improvement plan's strategies o Evidence of formative walks (e.g., informal observations or CWT) with feedback to staff on the initiatives identified in the plan to ensure their implementation with fidelity o Evidence of strategies in the units of study contained in curriculum documents

1D   *Promote continuous and sustainable improvement*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader facilitates monitoring and revising the vision, mission, and goals based on data.	o ACSIP data collected and analyzed o PD documentation demonstrates a response to data
The building/district leader provides stakeholders regular reports reflecting progress of the school/district toward improvement, celebrating successes of staff and students.	o School improvement reports to stakeholders o List of fiscal, human, & technological resources used to accomplish the vision, mission and goals for the school or district o Documentation of celebrations that have occurred in response to learning growth and productive practices by both students and staff

1E   *Monitor and evaluate progress and revise plans*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader regularly facilitates monitoring and revising priorities and actions in the improvement plan to make corrections or changes.	o Agendas from specific team, grade level or department meetings o Revision of improvement plans and goals o Evidence of mid-course corrections in place and evidence of results from corrections analyzed o Pacing and unit sequencing o School Report Card
The building/district leader monitors the full, successful implementation of identified priorities and actions of the plan.	o Reports from building on progress or status of implementation of key areas o Classroom observation data o PD documentation o Stakeholder surveys o Staff implementation data

Standard 2: An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

2A   *Nurture and sustain a culture of collaboration, trust, learning, and high expectations*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader demonstrates a commitment to high expectations for student learning through a variety of methods while developing a safe and secure accountability system.	o Pre/post culture surveys for student, staff, parent, & community analyzed o Agendas from staff meetings & parent meetings o Minutes from staff and parent meetings o Social media postings used as a way to promote a positive learning environment and emphasize the importance of a culture for learning o Teacher/peer observation and reflection
The building/district leader utilizes leadership teams to collaboratively make decisions that further the beliefs and mission of the school/district focusing on key elements and actions that promote a culture for learning.	
Large and small group meetings, led by the building/district leader focus the staff on the innovations and accomplishments of their colleagues as they work to ensure student learning at high levels.	

2B   *Create a comprehensive, rigorous, and coherent curricular program*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader actively collaborates with teachers to create and implement an appropriate curriculum aligned to state adopted curriculum standards' documents.	o Standards-based pacing guides and content maps implemented across all curricular areas o Performance based rubrics used to provide feedback on student learning
The building/district leader ensures the implementation of the curriculum through the review of instruction and assessments.	o The development, implementation, and analysis of common formative or interim assessments to determine instructional

While reviewing the implementation of curriculum, the building/district leader monitors the connections being made between the different content areas.	progress o Reviews of lesson plans with feedback

2C   *Create a personalized and motivating learning environment for students*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader encourages the use of differentiated teaching strategies aligned with the standards-based curriculum to meet the needs of students at all levels of learning.	o Agendas and minutes from high yield strategy training in team meetings o Shared research projects with CCSS o Lesson plans focused on engaging and authentic learning experiences o CWT reports o PLC agendas demonstrating data analysis and improved instruction o RTI documentation demonstrating differentiated learning experiences for students o PD agendas demonstrating differentiated staff learning experiences, aligned with student needs o Media (newspaper, website, Facebook) o Lesson plans indicating technology's use for learning o Classroom observations evidence showing consistent use of various technologies as a learning tool, (i.e. BloomBoard, Twitter, project-based student work) o Professional development agendas that emphasizes the use of research-based strategies o Evidence of formative and summative data use for planning instructional improvements o Programs from student recognition ceremonies or events
The building/district leader ensures that educational technologies and other resources are infused throughout lesson plans as observed by the building/district leader in classrooms.	
Through observation of classrooms and review of unit/lesson plans, teachers are noted giving students multiple opportunities for success and are using resources to allow students to learn through a variety of methodologies.	
The building/district leader uses a variety of methods and media to recognize students for their academic and growth accomplishments throughout the year.	

2D   *Supervise instruction*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader utilizes formal and informal monitoring of classroom instruction to reinforce or correct instructional approaches of teachers.	o Formal and informal observation data with written feedback for teachers o Mentoring records indicating collaboration between novice and experienced teachers
The building/district leader demonstrates the importance of providing timely, detailed feedback to teachers and models feedback strategies that teachers then use with their students to improve learning and instructional practice.	o Lesson plans, observation data, PLC minutes and other documentation demonstrates an observable connection between planning, instruction, assessment, and reflection o Evidence of feedback following observations

2E   *Develop assessment and accountability systems to monitor student progress*

What might this function look like in action?	What data sources could provide evidence of this action occurring?
The building/district leader is an active participant in the collaborative analysis of performance data and the decisions to continue successful practices or to refine them.	o Professional learning communities, data teams, and RTI meetings o Evidence of revised formative or interim assessments based on data o Use of data displays to monitor progress of individual students and classes as a whole o Evidence of leader's feedback to teachers o Evidence of teachers' feedback to students
The building/district leader ensures the development and use of frequent formative assessments to monitor student performance and provides a culture where teachers assume responsibility for the instruction and modifications needed for diverse student needs.	
Teachers take responsibility for providing evidence of student learning through a variety of methods that are referenced in meetings, conferences, and observations.	

2F   *Develop the instructional and The building/district leadership capacity of staff*

What might this function look like in action?	What data sources could provide evidence of this action occurring?
The building/district leader encourages the professional development of staff that is aligned with each educator's professional growth plan (PGP) and data reflecting the instructional approaches, which address the learning needs of students.	o Staff meeting agendas focused on instruction and leadership o PLC agendas demonstrating staff growth o Evidence of how peer observation and coaching is utilized throughout the building to improve practice o Evidence of professional development led by teachers o Evidence of PGP data guiding PD offerings and implementation o Achievement of students on academic measures
The opportunities within the building/district for teacher leadership and effective instructional practice are shared and skills are developed to promote continued growth and respect of teacher leaders.	o Evidence of teacher recognition for effective learning, i.e. National Board Certification, participation in state/national organizations, mentoring novice teachers, serving as intern supervisors o Teacher leadership is evident and encouraged through PLCs and other active leadership opportunities

2G   *Maximize time spent on quality instruction*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader understands the importance of the daily schedule or master schedule in ensuring the effective use of instructional time.	o Analysis of the master schedule and bell schedule by the building/district leader and the building/district leadership team(s) to provide insight to issues related to interruptions or scheduling issues o Observation of office staff to demonstrates an uninterrupted learning environment o Teacher input on staff surveys, student response on student surveys, and anecdotal evidence from schedules and conversations regarding time spent on instruction
The culture of bell-to-bell learning through a variety of instructional approaches promotes active engagement of students as learners.	o Formal and informal observation records and lesson plan analyses reflect the increased use of instructional time for relevant student learning through their engagement in assignments

2H   *Promote the use of the most effective and appropriate technologies to support teaching and learning*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader promotes the concept that technology is used to enhance instruction through actions and comments.	o Fiscal resources are available for the purchase and maintenance of technology o Needs assessments indicate the need and intended use of technology o Lessons involving students in utilizing Smart Boards and/or other technologies are outlined in lesson and unit plans o The building/district leader provide professional development and ongoing support in the use of new technologies o Professional development calendar, faculty meeting agendas, PLC/Data Team agendas, BloomBoard records focused on the use of technology o Observations of classroom instruction reveal teachers and students engaged in technology use as a common practice
The building/district leader encourages appropriate technology use to enhance learning for all students and students actively use technology for learning.	
Teachers know why they are requesting various technologies and the training needed to use it effectively. Technology is used to save leader and teacher time as well as promote student learning.	

2I   *Monitor and evaluate the impact of the instructional program*

What might this function look like in action?	What data sources could provide evidence of this action occurring?
Through the regular analysis of various assessments, surveys, parent participation feedback, and other relevant sources, the building/district leader and staff evaluate student learning based on standards, the use of effective teaching approaches in meeting all students' needs, and the need for program revision or enhancement.	o Evidence from the Annual Report to the Public that celebrates successes and identifies areas that are being improved o Analysis of formative assessment data to determine areas in the curriculum, instruction, or assessment that need to be revamped o Analysis of summative assessments to determine if they align with the formative process o Feedback from the analysis of data in PLC/Data Team meetings
A collaborative system for data analysis focuses attention on the efforts of all staff in improving learning opportunities for students.	

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

3A   *Monitor and evaluate the management of operational systems*

What might this function look like in action?	What data sources could provide evidence of this action occurring?
The building/district leader inspects facilities to ensure there are no maintenance issues unaddressed that will interrupt student learning. The building/district leader analyzes inspection reports and shares data with the building/district leadership team to determine the effectiveness of management.	o Inspection reports are analyzed and revisions to procedures made based on analyses of inspection reports o Work orders submitted in a timely manner and ensure effective conditions for student learning o Inspection reports are compared for implementation of recommendations
The building/district leader regularly monitors the budget(s) and facilitates conversations with appropriate personnel to demonstrate fiscal responsibility.	o Monthly budget reports are analyzed and discussed with appropriate personnel o Revisions to budget are made when necessary o The building/district leader and faculty/ staff can articulate processes that guide budgetary decisions
The building/district leader handles personnel issues according to district policies and proactive steps taken to ensure awareness of policies and enforcement.	o Appropriate documentation for any personnel issues is kept (confidentially) and as required by policy or law o Staff participate on Personnel Policy Committees and document decisions made according to policy o Evidence or documentation of communication of policy changes or additions are timely and provide for staff input if appropriate

The building/district leader monitors that technology is used appropriately by staff and by students with safety precautions in place to protect equipment and users	o Formal and Informal observations evidence the use or technology o Acceptable technology use guidelines are in place with signed release o Communication processes are in place and guide the use of technology communication within the district o Communication with students, parents and the community demonstrates understanding regarding the school/district's technology policy and acceptable use

3B   *Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district uses funds for appropriate staff assignments and technological resources that support students' learning needs.	o Revisions are made to expenditures and distribution of funds based on an analysis of results o Budgets reflect equitable consideration of student learning needs, including technology o The audit report reflects effective financial management practices o Documentation (in the ACSIP plan) demonstrates clear alignment between the prioritized needs and the allocation of human, fiscal and technological resources
The building/district leader expends funds appropriately and reviews equitable fund distribution to support students' learning needs.	
Expenditures are made within federal, state, and district policies.	

3C   *Promote and protect the welfare and safety of students and staff*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
Because of the building/district leader's actions, the building/district leadership team and staff can articulate discipline policies and procedures and the Crisis Management Plan. The building/district leader and leadership team(s) can demonstrate how these policies and plans are being implemented, and can demonstrate emergency procedures.	o Staff/individual teacher/PLC meetings agendas related to safety issues as they impact student learning o Staff meeting sign-in sheets and agendas to review and analyze the Crisis Management Plan o Documentation to evidence of safety drill effectiveness o Documentation of PD in crisis management techniques o Parent advisory committee meetings with details of discipline policy review and or safety reviews

3D   *Develop the capacity for distributed building/district leadership*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
Staff is encouraged to use training, knowledge and abilities to strengthen the school/district and learning opportunities for students.	o Records and evaluations of implementation from related staff development o Documentation of planned school programs and initiatives reviewed with the school the building/district leadership team for effectiveness o Record of meetings with the school leadership teams with evidence of analysis of various data reports pertaining to discipline and student achievement o Results from Domain 4 of Teacher Excellence and Support System evidence of staff accepting leadership roles within the building and district as a result of the building/district leader's encouragement, feedback, and modeling of effective practices with staff
Staff, students, and parents are provided opportunities to serve the school/ district.	o Evidence of students, staff and parents accepting leadership roles within the building and district as a result of the building/district leader's encouragement and feedback o Record of meetings with parents with evidence of analysis of various data reports pertaining to student achievement

3E   *Ensure teacher and organizational time is focused to support quality instruction and student learning*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader advocates for planning and instructional time devoted to staff development and monitors and ensures that time is provided for individual and collaborative planning for staff	o The master schedule demonstrates maximum learning time for students throughout the day and is structured to optimize learning opportunities o PLC/Data Team minutes reflect regular, structured time for staff collaboration o Staff surveys indicate sufficient time for planning and collaboration o Collaborative lesson plans with evidence of reflection provide evidence of teacher development and also student progress
The building/district leader systematically evaluates the effect of individual and collaborative planning on teacher development and student achievement.	

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

4A   Collect and analyze data and information pertinent to the educational environment

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader works with the staff and community to utilize feedback in making educational decisions to support the school environment.	o Surveys (parent, student, staff) with analysis summary based on feedback o Documentation of meetings (agendas, sign-in sheets, minutes) including parent nights, open house, report to public o ACSIP documentation demonstrating an analysis of data complete with revised strategies o Grade lists (D/F & A/B), honor roll with evidence of analysis to support improvement o Interim assessments and diagnostic assessments with analysis of results o Community resources utilized by school analyzed for effectiveness

4B   Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources.

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The school and community work together as partners using resources to enhance the educational environment.	o Participation in and feedback from school celebrations (sign-in sheets, agendas, minutes) indicate an enhanced educational environment o Reports to public through media o Documents from hosted community events demonstrate effectiveness of collaboration for the learning environment
The building/district leader uses a variety of resources and methods to emphasize cultural diversity.	o Evidence of appropriate assessment strategies and research methods to support cultural diversity within the school which reflecting the community's cultural diversity through a variety of opportunities for various cultures to share o Agendas and documentation from events evidence of a variety of volunteers o Evidence of resource speakers to encourage a variety of methods to demonstrate mastery of content o Evidence of diverse community programs

4C   *Build and sustain productive relationships with community partners*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader interacts and encourages interaction with families and makes decisions about students' educational needs with family and community input.	o Parent advisory committees established o Minutes of meetings reflect the diverse needs of the community is established o Family satisfaction surveys and participation in meetings and events
The building/district leader communicates with families using a variety of means.	o Communications sent home reflect parents' native language where appropriate o A variety of media sources evidence multiple forms of communication e.g., Twitter, Facebook, school web-page, etc.

4D   *Build and sustain productive relationships with community partners*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader maximizes shared resources among families, the school, and the community to form partnerships that support families and the educational environment.	o Documentation, such as letters, press releases, news articles, social media, published list of resources evidence frequent communication with the community about resources available outside the school o School/community participation in health/ wellness fairs is analyzed for participation and surveys administered to gauge benefit o Documentation of donations or shared funds and resources from internal and external resources to host programs targeting educational, social, and community beneficial programs

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

5A.   *Ensure a system of accountability for every student's academic and social success*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader is responsible for positive and negative consequences of interpretations and implementation of policies as they affect students, educators, communities and their own positions.	o Data for this function may come from a variety of sources as the building/district leader performs daily job functions and responds to situations as they occur o Data will be presented and discussed during formative assessment conferences with the evaluator

5B. *Model principles of self-awareness, reflective practice, transparency, and ethical behavior*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader shows commitment to examine personal assumptions, values, beliefs and practices in service of a shared vision and goals for student learning.	o Data for this function may come from a variety of sources as the building/district leader performs daily job functions and responds to situations as they occur o Data will be presented and discussed during formative assessment conferences with the evaluator
Personal behavior and professional concern about others influence work and communication with others.	

5C. *Safeguard the values of democracy, equity, and diversity*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader knows and can identify equality, equity, honesty, legality, and consistency in the context of local professional behavior. The building/district leader supports appropriate policies and procedures supporting high expectations for professional behavior.	o Parent surveys on equity and diversity issues o Student and staff surveys on equity and diversity issues o School and District handbooks demonstrate rules dealing with equity and diversity issues
The building/district leader consistently exhibits ethical treatment of others, while working to correct situations that do not promote these practices.	o Documentation of leader's response when dealing with existing issues of unethical behavior in rights of students and staff

5D. *Consider and evaluate the potential moral and legal consequences of decision-making*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader articulates unique benefits or deficits across local diverse education populations.	o Documentation of awareness concerning existing inequities in resources and steps taken to change the situation(s)
The school/ district leader recognizes existing inequities in distribution of high-quality educational resources among students and seeks to take actions that remove these barriers.	o School or district plans and policies, which reveal the building/district leader's actions to ensure responsible decision making to maintain best practices for treatment of all students o Documentation of the changes made as a result of logical conclusions, high quality decisions, and the resulting actions

5E. *Promote social justice and ensure that individual student needs inform all aspects of schooling*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader understands professional standards required of educators.	o Documentation of Code of Ethics training

The building/district leader is clear and consistent concerning school policies for professional conduct as shown by school communications.	o Newsletters update parents, staff and students on policies and procedures to implement policies o School communication to media, school-home communication, and communication via social media provide updates and information on policies and procedures and implementation to ensure fairness and equity
The building/district leader models lifelong learning of best practices supporting social justice and consideration of individual student needs.	o Proof of participation in community activities to positively influence local understanding and cooperation for positive educational purposes and methods

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

6A. *Advocate for children, families, and caregivers*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader recognizes how principles and structures of governance affect federal, state and local policies and work to influence change to benefit all students.	o Records of constructive discussions with the public about practices and policies that affect local education success o Documentation of the building/district leader's actions as a result of an effort to change issues and/or trends that produce deficits in local learning o Evidence of activities to become informed about existing local economic, cultural, and political issues that impact schools and using the information to benefit students, students' families, and those who care for students -Parent contact logs; documentation from parent meetings; FINS petitions; documentation of collaboration with outside agencies and resources; minutes from behavior plan meetings, etc.

6B. *Act to influence local, district, state, and national decisions affecting student learning*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader creates and maintains positive professional relationships with a range of stakeholders and policymakers to be able to identify, respond to, and influence issues, public awareness and policies.	o Communication with key decision makers in the community, region, or state o Active membership/participation in local civic, regional, or state organizations o Active memberships in professional

The building/district leader participates in the broader system to inform others, and as a result, address the needs of the local education system.	organizations and attendance at conferences, giving presentations at events o Legislative involvement o Attendance at board meetings o Participation in building or district level administrative teams o Active involvement in community civic organizations

6C.   *Assess, analyze and anticipate emerging trends and initiatives in order to adapt learning strategies*

What might this function look like in action?	*What data sources could provide evidence of this action occurring?*
The building/district leader sees schools and districts as part of a larger local, state and federal system that support the success of every student with the ability to increase equity and social justice for all students.	o Evidence of support for public policies that directly address the present and future needs of children and families of the local school
The building/district leader operates in a way that educates in the latest and best strategies and tools to ensure academic growth for educators and students.	o Documentation of changes in instructional practices that have been a result of building/district leadership's inclusion of new research on best instruction o Timely responses to requests for information from community members about emerging issues or successes as a result of current practices